DOCUMENT RESUME

ED 480 108 RC 023 982

AUTHOR	Fullerton, Ann; Brannan, Steve; Arick, Joel
TITLE	Qualitative Outcomes for Youth Who Participate in Inclusive Programs: A Multi-Case Analysis across 14 Camps and Outdoor Schools.
PUB DATE	2002-01-00
NOTE	13p.; In: Research in Outdoor Education, Volume 6. A Peer-Reviewed Publication of Scholarship First Presented at the Biennial Research Symposium of the Coalition for Education in the Outdoors (6th, Bradford Woods, IN, January 11-13, 2002); see RC 023 980.
AVAILABLE FROM	Coalition for Education in the Outdoors, SUNY at Cortland, P.O. Box 2000, Park Center, Cortland, NY 13045 ($18). Tel: 607-753-4971; e-mail: info@outdooredcoalition.org.
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Camping; Case Studies; Counselor Attitudes; *Disabilities; *Individual Development; Interpersonal Competence; *Normalization (Disabilities); Parent Attitudes; *Resident Camp Programs; Self Esteem; *Social Development; Social Integration
IDENTIFIERS	Self Reliance

ABSTRACT

The National Inclusive Camp Practices (NICP) project was a national study of inclusive outdoor programs that examined outcomes for youth with and without disabilities. This paper reports qualitative findings that were gathered using case study methodology across 14 inclusive programs: 12 resident camp programs and 2 outdoor schools. At each site, six case study subjects were selected: three youth with disabilities and three youth without disabilities, matched by gender, age, and cabin. The subjects ranged in age from 6 to 19; 60 percent were male. Counselor and parent interviews for each subject examined growth in social interaction, communication, responsibility, self-reliance, self-esteem, recreational participation, skill achievement, self help, and respect for others. For youth with disabilities, 87 percent of their counselors and 80 percent of their parents reported positive growth in one or more areas of development. Youth without disabilities also experienced growth, with 84 percent of counselors and 65 percent of parents reporting growth in at least one area. Counselors most often described growth in both groups of children in the areas of social interaction and communication, while parents of both groups most often described growth in self-esteem and self-reliance. Children without disabilities also developed greater understanding and respect for others. (SV)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 480 108

Qualitative Outcomes for Youth Who Participate in Inclusive Programs: A Multi-Case Analysis Across 14 Camps and Outdoor Schools

Ann Fullerton, Steve Brannan, and Joel Arick
Portland State University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Charles Applz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

RC023982

BEST COPY AVAILABLE

QUALITATIVE OUTCOMES FOR YOUTH WHO PARTICIPATE IN INCLUSIVE PROGRAMS: A MULTI-CASE ANALYSIS ACROSS 14 CAMPS AND OUTDOOR SCHOOLS

Ann Fullerton, Steve Brannan, and Joel Arick
Portland State University

INTRODUCTION

As the number of inclusive programs grows, an important question arises: What are the outcomes of participation in an inclusive camp or outdoor school where children live, learn, and play with peers of varying abilities? Residential camps and outdoor schools and their research partners are striving to develop effective methods to examine the outcomes for program participants (Dworken, 2001). Both quantitative and qualitative methods have been used to examine outcomes such as changes in skill levels, self-perceptions, attitudes, social interaction, and informant or self-reported growth in various areas of development. Qualitative research may help us describe the scope, depth, and context surrounding those outcomes as well as how participants' experiences during a program carry over into their functioning in other environments or situations. In the present study, qualitative outcomes of inclusive residential camps and outdoor schools for children with and without disabilities are described.[1]

LITERATURE REVIEW

Mainstream and Specialized Residential Camps

Parents and staff have reported through surveys and interviews, a variety of positive outcomes for children who attend camps. In a study of 800 children attending six different camps, parents reported in post-camp surveys increases in responsibility, decision-making, self-concept, interpersonal relations, and citizenship in their children (Stone, 1986). In another survey, camp directors and parents identified the four key benefits of camping on children's development as being (in rank order): self-confidence and self-esteem; getting along with others/teamwork; an appreciation for the outdoors/environmental concerns; and recreational skills (American Camping Association, 1997). Across 14 specialized camps for children with disabilities, counselors and parents described in interviews examples of increased independence, initiative, self-reliance, choice-making, and improved social and communication skills (Fullerton, Brannan, & Arick, 2000).

Inclusive Daytime Camps and Other Outdoor Programs

In an evaluation of an integrated day camp for children ages 3 to 11, parents reported they were pleased with their children's experience. Staff reported that children without disabilities had positive attitudes toward their peers with disabilities, and that the children interacted positively (Hamre-Nietupski, Nietupski, Krajewski, Moravec, Riehle, McDonald, J., Sensor, & Cantine-Stull, 1992). McAvoy & Schleien (2001) summarized the outcomes of a series of six inclusive outdoor recreation and interpretive day programs. Levels of social interaction increased between peers with and without disabilities in all of the programs, youth with disabilities were active participants, and positive changes in the attitudes of peers without disabilities toward peers with disabilities occurred. Moreover, when inclusive and separate interpretive programs were compared, children without disabilities in the inclusive program made the same learning

1 We gratefully acknowledge Sagamore Publishing, Inc., for permitting us to include portions of material (reprinted or adapted) published in chapters 3 and 12 of the book *Including Youth with Disabilities in Outdoor Programs: Practices, Outcomes, and Resources* (in press), which reports on research conducted by the author.

RC 023982

gains as their counterparts in the non-inclusive program (Hornfeldt, McAvoy, and Schleien, 1989).

Inclusive Residential Camps and Outdoor Programs

After participating in integrated, overnight, adventure programs, adults with and without disabilities reported during interviews improved attitudes toward persons with varying abilities, interpersonal relationships, confidence levels, willingness to take risks, feelings about self, goal-setting abilities, leisure skills, and tolerance of stress. In addition, 36% of the adults with disabilities reported increased ability to live independently (McAvoy, L.H., Schatz, E. C., Stuz, M.E., Schleien, S. J. & Lais, G. (1989). Interviews with family members who participated in an inclusive family-based outdoor adventure program revealed that families with a child with disabilities felt more confident to engage in outdoor recreation and other family outings after the experience (Scholl, McAvoy & Smith, 2000). Parents and staff reported that a two-week overnight camp program for three children with severe disabilities and eight children without disabilities was a positive experience for the participants. Non-disabled children initiated interaction and perceived the children with disabilities to be their friends. The children with severe disabilities also showed increases in outdoor skills (Rynders, Schleien & Mustonen, 1990).

Summary

With respect to mainstream and specialized residential camps, informants report that children grow in self-confidence, responsibility, and social skills/interpersonal relations. The studies of inclusive programs for children have found that social interaction between participants is positive, non-disabled peers develop positive attitudes towards their disabled peers, and that both groups learn and develop skills. Studies of inclusive residential outdoor programs for families with a child with a disability and for adults with disabilities found that participants reported increased self-confidence in certain areas.

These studies suggest that qualitative methods have value in revealing the outcomes of inclusive residential outdoor programs. Thus far, research has been limited to single programs and few subjects, and the reports of staff and parents have been analyzed separately. Qualitative methods have not been used to explore whether the specific outcomes reported by staff that emerge during the program can be linked to the outcomes reported by parents when their child returns home. These limitations were addressed in the current study.

Exploring Qualitative Outcomes Across Multiple Programs and Informants

The National Inclusive Camp Practices (NICP)[2] project was a national study that examined qualitative and quantitative outcomes for youth with and without disabilities (Brannan, Fullerton, Arick, Robb & Bender, in press). This paper reports on the qualitative findings that were gathered using case study methodology across multiple programs. Case studies are used to describe the real-life context in which programs impact participants and to explore various effects in situations where there may be no clear, single set of outcomes for all participants (Yin, 1984). When a number of cases are collected, comparative case analysis can be used to analyze common and unique outcomes across individuals (Miles & Huberman, 1984). Single and multi-case studies of this kind have long been used by qualitative researchers (Schwandt, 1998).

In the NICP project, case study data were collected from 14 inclusive programs (12 camps and 2 outdoor schools). Inclusive programs were defined in the study as resident outdoor programs in which youth with and without disabilities attend the same session(s), live together in

[2] The American Camping Association (ACA) and the NICP research team collaborated on this study, which was funded by the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) to the Institute for Career and Leisure Development in cooperation with Portland State University.

the same cabins or units, and participate together in the majority of program activities.

METHOD

Subjects

Using camper or student applications, six case study subjects, three youth with disabilities and three youth without disabilities, were selected at each site. Subjects with disabilities were selected using the following general criteria (varied depending on campers/students served at each site):

1. one subject with a severe disability (e.g., cognitive, physical)
2. one subject with a mild-moderate disability (e.g., learning disabled)
3. one subject with a disability that is typical or often seen among participants at the site.

Each subject without disabilities was selected from the same cabin and session as one of the subjects with disabilities. The non-disabled cabin mates selected as subjects were also of the same gender and approximate age. In addition, the six subjects (three with disabilities and three without disabilities) at each site were selected so that at least one pair of subjects was male, one pair was female, one pair was younger subjects (ages 6-11) and one pair was older subjects (ages 12-19).

The parents or guardians of the potential subjects were contacted and asked if they would give permission for their child to participate and if they would also be willing to participate in an interview after their child returned home. Participating parents also completed a form requesting demographic information about their child (age, disability, number of years in camp, etc.). Thus, case study subjects had parents who demonstrated interest and commitment to the program by agreeing to their child's and their own added involvement in the research. The selection process described above helped ensure that the subjects with and without disabilities at each site had similar program experiences and parental support.

Interview Protocol and Procedures

NICP Research Assistants (RAs) interviewed participating counselors individually at the end of their subject's camp session. The in-person interview was read as a script to ensure consistency and took approximately 30 minutes. Nine developmental areas were addressed in the interview: social interactions, communication with others, taking responsibility, self-reliance, self-esteem, participation in recreation, skill achievement, self-help, and respect for others (see Table 1). Counselors were read three to five examples of behaviors within each area of development. Counselors were asked to compare their camper's/student's behavior since the first day of camp to the end of the camp session. For each area, the counselor rated the camper's/student's behavior to have either decreased, stayed the same, or improved. For any decrease or improvement, the counselor was asked to provide one or more specific behavioral examples illustrating the change that had occurred.

The parent interviews were conducted using the same format, questions, and procedures as the counselor interviews. The interview format was modified to ask questions about "your child" instead of the camper or student. Parents were interviewed in-person or by phone within one to three weeks after their son or daughter's camp/outdoor school session had ended and the children were back home living with their family. Parents were asked to compare their child's behavior before and after the camp or outdoor school session.

Data Analysis

The same data analysis procedures were used for each case study, allowing for both aggregation and comparison (Miles & Huberman, 1985) and multi-case analysis. The constant comparative method (Mayhut & Morehouse, 1994) guided the data analysis of the interview transcripts. The behavioral examples from counselors and parents for each subject were organized together by developmental area (social interaction, self-reliance, etc.). Two trained graduate student researchers working separately

TABLE 1
Eight Developmental Areas Addressed in Counselor and Parent Interviews

Area of Development	Examples of Development
Social interaction	Makes friends, cooperative with others, leads group in problem solving, shares with others, considerate of others.
Communication	Listens to others, takes initiative in communication, communicates own needs and feelings, resolves miscommunications.
Responsibilities	Helps around site, completes assigned tasks, assumes extra duties, takes care of own belongings, shows up on time.
Self-reliance	Enjoys self during free time, attempts tasks on own, makes own choices for various activities, is independent, is resourceful
Self-esteem	Is happy, has positive feelings about himself/herself, is self-confident, wants to participate in activities.
Participation in recreation	Likes to be out-of-doors, likes physical activity, tries new recreation activities, enjoys recreating with others.
Skill achievement	Grows in level of independence and needs less assistance in performing various camp/outdoor school activities.
Self help	Grooms and dresses self, takes care of own clothing/personal belongings, keeps personal area organized.
Respect for others	Aware of needs and experiences of others, considers viewpoints of others, understands values different than one's own, includes others, expresses understanding of other's abilities.

identified all instances in which both the counselor and the parent described similar growth. The researchers asked themselves, "...Can changes in behaviors or attitudes observed by the counselor during the course of the camp or outdoor school session be linked to any changes in behaviors or attitudes observed by the parent after the subject returned home?" If a counselor-parent description fit more than one developmental category, it was placed in the category viewed as the primary type of growth. The two researchers then compared the growth they had identified across the counselor-parent descriptions. Disagreements were discussed and consensus was reached for all disagreements.

RESULTS AND DISCUSSION

Demographics

In Table 2, demographic information for the case study subjects is presented. The 72 case-study subjects ranged in age from 6 to 19 years 60% were males and 40% were females. Among the 36 subjects with disabilities, the types of disabling conditions included 40.5% with learning disabilities or other high-incidence disabilities, 18.9% with autism or emotional disturbance, 16.2% with moderate to severe mental retardation, and 16.2% with a physical disability or other health impairment.

Overall Results

A total of 61 complete sets of interviews with both the counselor and parent of each subject were collected and analyzed. For youth with disabilities, the majority of their counselors (87%) and parents (80%) reported positive

BEST COPY AVAILABLE

TABLE 2
Demographics of Case Study Subjects (Total N = 72)

Age

	Disabled		Non-Disabled	
Age	N	%	N	%
6 - 11.9	19	53%	23	64%
12- 19	17	47%	13	36%

Gender

	Disabled		Non-Disabled	
Gender	N	%	N	%
Male	23	62%	21	60%
Female	14	38%	14	40%

School Setting

	Disabled		Non-Disabled	
School	N	%	N	%
Elementary	22	61%	22	61%
Middle	12	32%	14	39%
High	2	5%	0	0

Number of Previous Years at Program

	Disabled		Non-Disabled	
	N	%	N	%
none	21	57%	14	39%
1-3 years	10	27%	14	44%
4-6 years	5	13%	5	14%
7-13 years	1	3%	1	3%

Disabilities of Campers/Students

(N= 36)		N%
Autism or emotional disturbance	7	18.9%
Blind, deaf, visually or hearing impaired, deaf-blind	3	8.1%
Learning disabilities, speech disabilities, attention deficit disorder, mild mental retardation	15	40.5%
Moderate or severe mental retardation	6	16.2%
Orthopedic disabilities, health impaired, traumatic brain injury	6	16.2%

growth in one or more areas of development associated with the camp experience (see Table 3). Positive growth also occurred for youth without disabilities, with 84% of their counselors and 65% of their parents reporting growth in one or more areas. Counselors most often described growth in children with and without disabilities in the areas of social interaction and communication. Parents of both groups most often described growth in the areas of self-esteem and self-reliance. Another area of growth observed by counselors in children without disabilities, but less so by their parents, was the development of greater understanding and respect for others.

TABLE 3
Growth in Youth Attending Camp Programs

	Youth With Disabilities	
	Counselors	Parents
Percent reporting growth in one or more areas:	87%	80%
Most frequent areas of growth: (In rank order)	Social interaction Communication Self-reliance Recreation skills Self-esteem	Self-esteem Social interaction Self-reliance Being responsible Recreation skills

	Youth Without Disabilities	
	Counselors	Parents
Percent reporting growth in one or more areas:	84%	65%
Most frequent areas of growth: (In rank order)	Social interaction Communication Respect for others Self-reliance Recreation skills Self-esteem	Self-help Self reliance Self esteem Recreation skills Being responsible

Linking Outcomes Reported by Counselors with Outcomes Reported by Parents

The researchers also examined examples of growth or positive outcomes reported independently by both the counselor and the parent in the same developmental area. For example, a counselor described how a child, over the course of the program session, became more and more responsible for their ownbelongings. Later, the child's parent reported that they now clean up their room and take better care of their possessions at home. Examples of growth that occurred at camp or outdoor school and continued at home in five developmental areas are described below. These areas include social interaction, self-esteem, self-reliance, communication, and respect for others.

Growth in Social Interaction Skills

Counselors reported that some youth were shy at first but then became very outgoing over the course of the program session. Later, parents reported their child was more willing to initiate interactions with new people. This pattern was seen in youth with and without disabilities. For example, a counselor observed the following behavior of a 15-year-old girl with learning disabilities: "The first day she was very unsure and

quiet; within days she was talking with and making friends. When she started making friends, she showed a large awareness for them and their feelings." Later her caseworker reported, "I can't believe so much change could happen in one week. She really made good friends for the first time. Much more confident about talking to new people." A 15-year-old boy's counselor said the following: "He was very quiet and reserved on the first day of camp. About the second day and on he began talking to more people. He ended up being willing to talk to about anyone." Later, his parents made a similar report: "He seems less afraid now to make friends. He is also less timid. Recently, he was very comfortable around different people when our family went on a vacation."

In the area of social interaction, children with disabilities also developed new social awareness and skills, which parents reported were important to the child's social development. For example, a boy aged 15 with cognitive and physical disabilities was observed by his counselor to gradually become more involved in activities with his peers and behave more competently in interacting with both peers and adult staff. Later, his parent described how he was more aware of social cues and able to interact appropriately with adults and peers: "He no longer interrupts adults and says, 'It's the adults turn to talk.'" Prior to camp, when his sister had other children over he was hesitant to interact. After camp, the parent stated, "He has a better comfort level with kids his own age." Lastly, the parent reported that he was more able to reflect on the effectiveness of his communications: "If he says something that doesn't make sense, he sits and thinks and talks about it again later."

Growth in Self-Esteem

Counselors and parents described improved self-confidence as evidenced by a desire to do more challenging activities and having pride in new accomplishments. For example, the counselor of an 8 year old boy with autism commented that at first he sat by himself on the sidelines during activities but by the end of the session he increasingly tried new activities and enjoyed them. After a few weeks at home his parents said; "His confidence has improved. He wants to try harder levels on his Nintendo games now that he is a 'big boy.' He is reading the hints over and over again and wants to try them even though it says very few people can beat those levels. After camp he went ziplining and water sliding. He approached these activities aggressively even though he had never done them before."

Another boy, age 9, with traumatic brain injury and processing disabilities, was very homesick during his week at camp. According to his counselor, "[Although] he would break into tears almost every day, he also said he loved camp. His level of self-esteem improved during his week at camp. He received a lot of attention because he was well liked by his peers, which made him feel good about himself." Three weeks later his parent reflected on the boy's camp experience: "His greatest challenge of the week was being away from his mother, father, and home. He has difficulty understanding lengths of time and he probably didn't understand the length of a week before he left for camp. His deficiency in visual processing made it difficult for him to comprehend when he would go home. Completing the week at camp was an incredible self-esteem boost for him. He told his mom that he was very proud that he made it through the hike to the High Meadow. He felt he had set a goal and had achieved it." Counselors and parents also described positive changes in self-esteem for youth without disabilities.

Growth in Self-Reliance

Counselors described how children became more responsible for themselves over time. Later, parents described their children as having a determination to do things by themselves and to persist until it was done. The counselor of a 13-year-old girl observed this behavior: "At the beginning of the week she would wait around for someone to give her something to do. By Friday's all-camp clean-up she was the first person cleaning without being asked." Upon returning home, her parents shared this story: "A couple days after camp was over, she decided to build a tree fort. She gathered all the tools and

materials herself and got to work without any help. She's been saying a lot of, 'Mom, I can do this myself.' She actually worked on her tree fort and finished some parts of it already."

The counselor for an 11-year-old girl observed that she was not used to daily chores, but as the session progressed she "didn't complain and was quick to finish her job." After returning home, her parents, who had assigned her the job of watering the lawn, noted a change in her approach: "She has to water the backyard and didn't like it at first. It took more energy from me to get her out there, but now she is taking it on very responsibly. Our yard is not a little job, so I am very proud of her for organizing it all on her own and with no real complaining about it."

The same pattern was seen in youth with disabilities. For example, a 12-year-old girl with moderate cognitive disability was performing all of her dressing and grooming tasks without prompting from her counselor by the end of the week. Her parent later observed this at home: "She gets up quicker in the morning and wants to get dressed by herself. Really working hard in getting hair done in the morning. Wanting to look good and doing it herself. Accomplishing tasks she sets out to do."

Additionally, parents of youth with disabilities observed their children as having increased self-reliance in the form of initiating their own free-time or solitary activities, which was helpful to the parents. The counselor of a boy, age 15 with physical disabilities who used a wheelchair, observed that by the end of the week he would go where he needed to and do things on his own. After returning home, his parent said: "He is more content to be on his own. Before, his mom always had to give him something to do. He would bug his mom about doing something as soon as she came home. Now he will give her a half hour to recuperate and will keep himself occupied. He tells his mom to go on upstairs and he will take care of things on his own. He also gets dressed more on his own."

The counselor of a boy, age 15 with autism and ADHD, reported the following: "At the beginning of the week, I would have to put soap in his hands and shampoo in his hair when showering. After three days, he got the soap and shampoo by himself. He also became very good at keeping himself occupied during free time." Later, his mother said, "He has become more self-reliant since returning from camp. [For example,] he now puts dishes in the sink after meals. He shows continued growth in keeping himself busy with his own free-time activities."

Growth in Communication Skills

This developmental area included actions such as expressing one's needs and feelings, resolving miscommunications, and leading others in problem solving. Counselors and parents described youth as learning more proactive ways to convey their feelings to others. For example, the counselor of a boy, age 9, with traumatic brain injury/learning disabilities observed: "He made great improvement in his communication with others. He initiated conversations and shared items about his home life with the other boys in his cabin. He loved playing with the boys in the cabin, and didn't participate in any arguments or disagreements." Later at home, his parents noted the following: "He has been making a great effort to communicate his feelings with his parents. He has been very interested in letting them know he can make decisions for himself. As an example, he makes a point of telling his parents when he is going to go to bed, knowing that he can decide when to go. [His mother] felt that his intent when communicating has improved since he came back from camp."

Another boy, age 13 with ADD and an anxiety disorder, learned to express his feelings more appropriately in peer relationships. His counselor said that, at first, "When he was frustrated his first action was aggression toward anyone nearby. He tried hard to control this. Wednesday during his talk with counselor he cried when sharing his feelings. He was very open about feelings; he talked about no one liking him. By Friday he found enjoyment [with his peers]. He really tried hard to change, which was a great growth experience." His parents saw a change in their son upon returning home: "[He is] working on managing his anger. He is much more verbal. Rather then hitting, he discusses a solution.

He doesn't express feelings well, but he seems happier and more confident in dealing with peers. Overheard him explaining to his brother that what his brother was saying could offend someone.

In one instance, a 12-year-old boy developed leadership skills among peers that he then used in new situations after his camp experience. The counselor said he, "...led the group in problem-solving on the challenge course. After the group did the challenge course activity, he took initiative in communicating within the group and getting the group moving." After returning home, his parents reported he was communicating better with his siblings. Later that summer, "He attended another camp—a canoe trip. He was instrumental in resolving a dispute that resulted from miscommunication between his peers on the trip."

Growth in Respect for Others

Given that these were inclusive programs, of particular interest were the descriptions of growth reported in the area of respect for others. Counselors described situations where youth with and without disabilities developed an awareness and sensitivity to the challenges of others. Parents later reported instances where these same youth were more understanding of the differences and needs of others in the family.

One youth's growth experience was centered on his dealings with special-needs campers. He exhibited special concern for several campers in his and another cabin who had disabilities (e.g., walking with them at their pace to activities). He was naturally adept at dealing with them, and he seemed to sense this ability. After camp, his parent noted, "He is good about expressing understanding of others abilities and disabilities." She believes that his dealings with others have improved since camp. Specifically, he seems more empathetic and patient. For example, "He is a very bright child and sometimes gets frustrated when having to talk down to someone. Now, though, he is interacting better with his younger brother."

Youth with disabilities also learned about differences in inclusive programs. The counselor of a 10-year-old boy who was blind described how he reached out to another camper in his cabin group: "There was another special needs camper in his cabin with mental retardation who was almost entirely nonverbal. At first there was almost no communication between the two, but then he realized there was a silent camper in his presence, and he began asking the staff to help him communicate through sign language. He was aware the other camper did not seem to comprehend that he was blind but nonetheless he learned two or three complete sentences in sign language as well as a handful of basic vocabulary words. His most significant growth experience probably involved his efforts at communication with a fellow camper whom he could neither see nor hear. No one suggested he attempt to do so and the staff members who witnessed it were amazed by his efforts." Upon returning home, his mother said he talked about the nonverbal camper in his cabin several times and to several people. She felt that his success in breaking down the communication barrier between the other boy and him was his most significant growth experience. She then went on to describe a conversation they had about children in their neighborhood: "Although he is very outgoing, he is sometimes hesitant to play with the neighborhood children because he senses their awkwardness. [We discussed] that it is difficult for them to play with someone who is blind. Camp seems to have made him more eager to play with children that he does not know very well." These experiences in understanding human differences and bridging them may be a particular outcome of participation in an inclusive camp program for some children.

Summary

A majority of counselors and parents described growth in one or more of nine developmental areas in children who had attended inclusive camps and outdoor schools. In five of the areas, examples of positive skills and self-perceptions that appeared to develop during the program session and then carried over into home environments were linked together for analysis. This analysis revealed several patterns.

BEST COPY AVAILABLE

In the area of social interaction, some children became more outgoing at camp or outdoor school and later continued interacting with new people in other environments. Some learned new social awareness and skills that they later used in other situations. In the area of self-esteem the impact of confidence-building accomplishments at camp or outdoor school was evident to parents in the form of greater confidence to do challenging activities.

In the area of self-reliance, as children learned to become more responsible for themselves and their assigned duties at camp or outdoor school, they later went home and took more initiative to complete chores, take care of their belongings, dress and groom themselves, or occupy themselves during free time. In the area of communication, some children improved in their ability to express their intentions and feelings or developed skills in group leadership that were later evident to parents in sibling, parent, or peer interactions. And lastly, in the area of respect for others, children with and without disabilities lived and played together as cabin mates in these programs. Later, parents provided examples of their children being more empathetic and patient with younger siblings and skilled at including peers with challenges in peer-group activities.

Discussion

The need for positive growth experiences for youth with and without disabilities are well recognized across various professions, so these findings regarding the potential impact of inclusive outdoor programs on youth are important. These findings are consistent with previous research conducted in mainstream camps with youth without disabilities in which growth in self-confidence, responsibility, and social skills/interpersonal relations were reported (Stone, 1986, ACA, 1997). In a study of specialized camps and youth with disabilities that used the same case study method, the majority of counselors and parents described growth in the same areas of social interaction, communication, self-reliance, and self-esteem (Brannan, Arick, & Fullerton, 1998, Fullerton, Brannan & Arick, 2000). But in addition to these outcomes, these inclusive programs also gave youth with and without disabilities experiences in bridging human differences. Later, for some youth, these experiences influenced their actions in similar situations.

Results of this qualitative study are also congruent with the results from the quantitative study completed with the same subjects and inclusive programs. In that study, direct observations of social interaction between youth with and without disabilities revealed that both groups significantly increased their time in desired social interactions and active participation with peers in program activities. Using a validated survey of social/emotional characteristics, a significant pre to post-program increase in parent ratings occurred in the areas of communication and independence (self-reliance) for both youth with and without disabilities and in self-esteem for youth with disabilities (Brannan et al., in press). Together, these qualitative and quantitative findings indicate that inclusive programs can provide growth experiences for both youth with and without disabilities in important areas of development.

Lastly, the case study method employed in this study made it possible to link within-program and post-program outcomes for individuals. An important next step is to more thoroughly document the individual program experiences associated with those outcomes. The present findings suggest that each participant experiences different outcomes, according to his/her current developmental readiness for growth in a particular area and his/her particular program experiences. The qualitative exploration of possible relationships between program variables and outcomes can add to our understanding of how programs contribute to an individual's development.

REFERENCES

American Camping Association (1997). Fact sheet [Brochure]. Martinsville, IN.

Brannan, S., Arick, J., & Fullerton, A. (1998). A national evaluation of residential camp programs serving persons with disabilities. Reston, VA: The Council for Exceptional Children. (ERIC Document Reproduction Service No. ED 410 717).

Brannan, S., Fullerton, A., Arick, J., Robb, G., & Bender, M. (in press). *Including youth with disabilities in outdoor programs: Best practices, outcomes, and resources.* Champaign, IL: Sagamore Publishing.

Dworken, B. S. (2001). Research reveals the assets of camp. *Camping Magazine,* Sept/Oct, 40-43.

Fullerton, A. Brannan, S., & Arick, J. (2000) The impact of camp programs on children with disabilities: Opportunities for independence. *Coalition for Education in the Outdoors Fifth Biennial Research Symposium Proceedings*, Bradford Woods, IN., 89-99.

Hamre-Nietupski, S., Nietupski, J., Krajewski, L., Moravec, J., Riehle, R., McDonald, J., Sensor, K., Cantine-Stull, P. (1992). Enhancing integration during the summer: Combined educational and community recreation options for students with severe disabilities. *Education and Training in Mental Retardation*, 27(1), 68-74.

Hornfeldt, D. A., McAvoy, L. H., & Schleien, S. J. (1989). Influences of integration on learning of natural history concepts by children with and without disabilities. In M. H. Legg (Ed.) *Proceedings of the research symposium. National Interpreters Workshop* (pp. 408-415). St Paul: National Association of Interpretation.

McAvoy, L., Schatz, E. C., Stutz, M. E., Schleien, S. J. & Lais, G. (1989). Integrated wilderness adventure: Effects on personal and lifestyle traits of persons with and without disabilities. *Therapeutic Recreation Journal,* 23(3) 51-64.

McAvoy, L. & Schleien, S. (2001). Inclusive outdoor education and environmental interpretation. *Taproot*, 13(1), 11-16.

Mayhut, P., & Morehouse, R. (1994). *Beginning qualitative research: A philosophic and practical guide.* Washington, DC: The Falmer Press.

Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis: A source book of new methods.* Newbury Park, CA: Sage.

Rynders, J. E., Schleien, S. J. & Mustonen, T. (1990). Integrating children with severe disabilities for intensified outdoor education: Focus on feasibility. *Mental Retardation*, 28(1), 7-14.

Scholl, K., McAvoy, L. &, Smith, J. (2000). Benefits and components of an inclusive adventure program for families with children who have a disability. *Coalition for Education in the Outdoors Fifth Biennial Research Symposium Proceedings*, Bradford Woods, IN., 72-81.

Schwandt, T. A. (1998) *Qualitative Inquiry: A dictionary of terms.* Thousand Oaks, CA: Sage.

Stone, J. C. (1986). Kids learn responsibility. *Camping Magazine*, Sept/Oct, 20-23.

Yin, R. K. (1984). *Case study research: Design and methods.* Newbury Park, CA: Sage.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC REPRODUCTION RELEASE

I. Document Identification:

Title: Research in Outdoor Education, Volume 6

Author: Coalition for Education in the Outdoors (CEO)

Corporate Source: CEO

Publication Date: January 2002

II. Reproduction Release:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please check one of the following three options and sign the release form.

____ Level 1 - Permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) and paper copy.

____ Level 2A - Permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.

__X__ Level 2B - Permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no option is marked, documents will be processed at Level 1.

Sign Here: "I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: Charles H. Yaple Position: Executive Director

Printed Name: Charles H. Yaple Organization: Coalition for Education in the Outdoors

Address: E314 Park Center, SUNY Cortland, Cortland, NY 13045

Telephone No: 607-753-4968

Date: 9/25/03

III. Document Availability Information (from Non-ERIC Source):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:

Address:

Price per copy: Quantity price:

IV. Referral of ERIC to Copyright/Reproduction Rights Holder:

If the right to grant this reproduction release is held by someone other than the addressee, please complete the following:

Name:

Address:

V. Attach this form to the document being submitted and send both to:

Velma Mitchell, Acquisitions Coordinator
ERIC Clearinghouse on Rural Education and Small Schools
P.O. Box 1348
1031 Quarrier Street
Charleston, WV 25325-1348

Phone and electronic mail numbers:

800-624-9120 (Clearinghouse toll-free number)
304-347-0467 (Clearinghouse FAX number)
mitchelv@ael.org